# Comparability Criteria and Process

for

# 2003 Language Census (R30-LC) Form

California Department of Education
Education Data Office

February 10, 2003
Version 1.1

# Revision History

| Name | Date | Reason For Changes | Version |
|------|------|--------------------|---------|
| Annette Liccardo | 02/10/2003 | Revised Section 5.4, page 25 – EDO fax number. | 1.1 |
| Steve Smith | 02/03/2003 | Revised Section 5.2 – Submission of Language Census Modifications. Revised Appendix B – page C2, LCEN Aggregation mapping for test 17 & 18. Publication of Final document. | 1.0 |
| Steve Smith | 01/06/2003 | Revisions based on CSIS review: <br>Section 4.4 – Changed language <br>Section 4.4.3 – Updated information on how LEAs can change the status of new schools and closed schools at the CDE <br>Section 4.4.4 – Updated information on the list of schools expected to submit LC data through CSIS | 0.6 |
| Steve Smith | 12/06/2002 | Appendix B - Updated report examples <br>Section 6 - Added Sample LEA Submission Summary Report <br>Section 5.5 – Updated language in the sample draft accommodation proposal to include the final data submission report date and batch number. <br>Section 4 – updated dates for the data submission and comparability process. <br>Section 4.4.4 – Added which schools do not submit data heading. | 0.5 |
| Steve Smith | 2002.12.02 | Section 4: Updated the schedule. <br>Appendix A: Changed field names for tests 14 through 18. <br>Appendix A: Added tests LCEN 19 and LCEN 20 for parental waivers requested and granted. | 0.4 |
| Cecelia Wilson | 2002.11.21 | Updated version to 0.3 <br>Added LCEN forms and updated TOC. | 0.3 |
| Steve Smith | 2002.11.18 | Changed mapping of comparability tests to the record layouts in Appendix A | 0.2 |
| Steve Smith | 2002.11.07 | 1. Initial draft of document. <br>2. Section 2 (Test Items) – added tests LCEN 19 (Parental Waivers Requested) and LCEN 20 (Parental Waivers Granted). <br>3. Section 6.1 Test Mapping – added tests and mapping LCEN 19 (Parental Waivers Requested) and LCEN 20 (Parental Waivers Granted). <br>4. Section 3 Updated the traditional form. <br>5. Section 4.5 Charter school contact information <br>6. Section 5.3 Accommodation Proposal <br>7. Section 6.3 Comparability Test Reference Guide | 0.1 |

# TABLE OF CONTENTS

# 1. Introduction: Explanation of Parallel Processing and Comparability Testing

## 1.1 Purpose

This **Comparability Criteria and Process** document describes the general purpose and process of comparability and outlines the specific tests and procedures for demonstrating comparability of Language Census (R30-LC) data.

## 1.2 Document Format

This document includes a representation of the Language Census (R30-LC) form indicating areas where comparability tests will occur. Following the form is an annotated list of those tests, as well as the acceptable degree of variance for each test.

## 1.3 Intended Audience and Reading Suggestions

The primary audiences intended to read this document are:

1. CSIS-participating Local Education Agency (LEA) staff responsible for submitting the data that will be aggregated to meet state reporting requirements.
2. The California Department of Education (CDE) staff responsible for transitioning the CDE reporting system to the new State Reporting and Records Transfer System (SRRTS) and the CDE staff responsible for certifying that the data are comparable.
3. CSIS Program Office staff responsible for aggregating the CSIS data into files that are to be integrated by CDE with those of non-CSIS LEAs.

Readers may want to familiarize themselves with a number of previously published CSIS documents including the the Spring 2003 Data Submission Requirements, the CSIS Data Dictionary, Code Tables and Transmission File Formats. All of the documents are on the CSIS web site, in the document library (http://www.csis.k12.ca.us/library/).

Other useful materials while reviewing this document include the CDE *Language Census Instructions*, which will be available for viewing or downloading in .PDF format on the Internet in early January 2003 at (http://www.cde.ca.gov/demographics/coord/lc/Index.htm).

## 1.4 CDE-CSIS Comparability Process

### 1.4.1 Definition

Comparability is the process of checking and verifying that data submitted through CSIS is a reasonable match to the data submitted through the CDE data collection that CSIS is replacing. Comparability must be established by each LEA for each data collection that is transitioned to CSIS. Establishing comparability begins with the LEA making a parallel submission, representing a single time frame, of the relevant CDE data collection and CSIS. It is the intent that in most cases a single parallel submission will result in comparability. Once an LEA has established comparability with a data collection, the LEA submits that data only through CSIS.

### 1.4.2 Purpose

Comparability is the final "check" before an LEA discontinues a CDE data collection and moves to CSIS. The process serves several important purposes, including the following:

- For at least the next few years, data from both the traditional CDE data collection and CSIS will be merged to create a single set of statewide data. It is extremely important that the data can appropriately be merged and that CSIS-participating LEAs are neither disadvantaged nor advantaged by submitting their data only through CSIS. Comparability should ensure that it is appropriate to merge data from the two sources.

- In most cases the data submitted through CSIS will be collected in a different way than data submitted through the CDE data collection. A simple example is that English Learners aggregated by CSIS will be calculated electronically by adding student records based on each student's enrollment start and end dates, student' primary language an student's Special program type while most CDE data collections rely on a "head count" conducted at a school or district. Because methods of collection may vary widely, establishing that they may be used to represent the same information is critical.

- Most CSIS data originates in student records. The data are submitted through a local "data gate" and CSIS usually aggregates the data prior to transmitting it to CDE. There are numerous opportunities for errors in transmission and aggregation and although testing procedures will identify and correct most of these errors, the comparability process provides a final check on the accuracy of the data.

- Once an LEA is submitting student, staff and institution data through CSIS, it will be extremely difficult and resource intensive to "track down" and correct data population errors. Comparability should help ensure that the LEA and CSIS procedures are complete and accurate enough that data population errors do not occur.

### 1.4.3 Comparability Tests

Determination of comparability is based on applying a series of tests. Each test matches specific data fields, aggregated data, or calculations of data from the CDE data collection and CSIS using a published tolerance in matching the data. In some cases there may be no tolerances allowable in the data. The tests are developed by CDE, with review and input from CSIS and participating LEAs, and in the future should be published at least three months prior to the final date for parallel submission.

In most cases the tests will not be developed to match every data field of the CDE data collection with CSIS data, but will focus on data fields that are used frequently, have a special role in determining funding or policy, or are sensitive by nature. The amount of tolerance will also vary based on the use of the data.

Comparability tests may change from one CSIS data submission to another, based on experience using the tests, changes in the CDE data collection or the CSIS data dictionary, or general knowledge gained in the implementation of CSIS. The modified tests would be applied to future LEAs beginning comparability with a parallel submission. It is not the intent that an LEA that had successfully completed a parallel submission would have to repeat a parallel submission because of test changes.

### 1.4.4 Resolving Comparability Discrepancies

In general, discrepancies between CSIS and CDE data on an applied test may be resolved by being within tolerance range on that test. Discrepancies may also be resolved through a resubmission of CSIS data prior to published submission deadlines. For a specific data collection there may also be other methods of resolving discrepancies, as determined by CDE. The methods and institutions for resolving discrepancies from this data collection are in section 4 of this document.

### 1.4.5 The Comparability Agreement

The status of comparability is documented by a comparability agreement that is created for each LEA for each CDE data collection. The terms of comparability are included in each agreement and may be general in nature, specific to an LEA, and specific to CSIS. The agreement is signed by the LEA superintendent, by CDE and either will be signed by CSIS or reference the role of CSIS. If an LEA does not adhere to the terms of the agreement, CDE may find it necessary to modify the terms of the agreement or even to revoke the agreement.

# 2. Test Items and Criteria Used in Determining Comparability for the Data Collection

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| **General Test** | | |
| LCEN-1 | The schools for which Language Census records are submitted by CSIS are exactly those schools that submitted through the traditional collection process. | No allowable variance |
| **District Tests** | | |
| LCEN-2 | For each LEA, exactly the same schools in CSIS and the traditional collection report no English Learners (EL). | No allowable variance |
| LCEN-3 | The total number of ELs submitted through CSIS is comparable to the total number submitted through the traditional collection. | 1. Any variance that is 1% or less. 2. Any variance of 2 or less. 3. Any variance of 3 providing that it is not greater than 5%. |
| LCEN-4 | The total number of FEPs submitted through CSIS matches the total number submitted through the traditional collection. | 1. Any variance that is 1% or less. 2. Any variance of 2 or less. 3. Any variance of 3 providing that it is not greater than 5%. |
| LCEN-5 | For each language in the district for which there are three or more ELs, the total number of ELs by language submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-6 | For each language in the district for which there are three or more FEPs, the total number of FEPs by language submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%. |

02/03/2003

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| LCEN-7a | The total number of ELs for Kindergarten through grade 6 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-7b | The total number of ELs for grades 7 through 8 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-7c | The total number of ELs for grades 9 through 12 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-7d | The total number of ELs for ungraded students submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-8a | The total number of FEPs for Kindergarten through grade 6 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-8b | The total number of FEPs for grades 7 through 8 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| LCEN-8c | The total number of FEPs for grades 9 through 12 submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-8d | The total number of FEPs for ungraded students submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-9a | The total number of EL students enrolled in Structured English Immersion submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 20%. |
| LCEN-9b | The total number of EL students enrolled in Alternative Course of Study submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5or less.<br>3. Any variance of up to 10 providing that it is not greater than 20%. |
| LCEN-9c | The total number of EL students enrolled in English Mainstream Class - Students Meeting Criteria submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 20%. |
| LCEN-9d | The total number of EL students enrolled in English Mainstream Class - Parental Request submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 20%. |

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| LCEN-9e | The total number of EL students enrolled in Other Instructional Settings submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 20%. |
| LCEN-10 | The total number of EL students enrolled in specific instructional settings must match the total number of ELs submitted through the traditional collection. | No allowable variance (this should not create a test failure if the field is populated in every record) |
| LCEN-11a | The total number of EL students receiving services from teachers in English Language Development (ELD) submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |
| LCEN-11b | The total number of EL students receiving services from teachers in ELD and Specially Designed Academic Instruction in English (SDAIE) submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |
| LCEN-11c | The total number of EL students receiving services from teachers in ELD and SDAIE with Primary Language (L1) Support submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |
| LCEN-11d | The total number of EL students receiving services from teachers in ELD and Academic Subjects through Primary Language (L1) submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| LCEN-11e | The total number of EL students receiving instructional services other than those defined in tests 11a through 11d submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |
| LCEN-11f | The total number of EL students not receiving any English learner services submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 5% or less.<br>2. Any variance of 5 or less.<br>3. Any variance of up to 10 providing that it is not greater than 10%. |
| LCEN-12 | The total number of EL students receiving instructional services must match to the total number of ELs submitted through the traditional collection. | No allowable variance (this should not create a test failure if the field is populated in every record) |
| LCEN-13 | The total number of English Learners redesignated as fluent-English proficient since the last census is comparable to the data submitted through the traditional collection. This includes those students who are no longer enrolled at the school. | 1. Any variance that is 1% or less.<br>2. Any variance of 2 or less. 3. Any variance of 3 providing that it is not greater than 5%. |
| LCEN-14 | The total number of teachers with a CTC Bilingual Authorization, and who are providing primary language instruction, submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-15 | The total number of teachers in training for a CTC bilingual authorization, and who are providing primary language instruction, submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-16 | The total number of bilingual paraprofessionals (aides), and who are providing services to ELs, submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less.<br>2. Any variance of 2 or less.<br>3. Any variance of up to 5 providing that it is not greater than 10%. |

| LCEN Test Number | Test | Allowable Variances |
|---|---|---|
| LCEN-17 | The total number of teachers with a CTC CLAD or equivalent teaching authorization, or with a SB 1969/395 Certificate of Completion, and who are providing ELD and/or SDAIE instruction to ELs, submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%. |
| LCEN-18 | The total number of teachers in training for SDAIE or ELD teaching authorization, and who are providing ELD and/or SDAIE instruction to ELs, submitted through CSIS is comparable to the number submitted through the traditional collection. | 1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%. |
| **LCEN-19** | **The total number of Parental Waivers Requested submitted through CSIS is comparable to the number submitted through the traditional collection.** | **1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%.** |
| **LCEN 20** | **The total number of Parental Waivers Granted submitted through CSIS is comparable to the number submitted through the traditional collection.** | **1. Any variance that is 3% or less. 2. Any variance of 2 or less. 3. Any variance of up to 5 providing that it is not greater than 10%.** |

# 3. Mapping the Existing Form or Data Entry Method to Test Items

**Language Census, Spring 2003**
California Department of Education
R30-LC (rev. 10/29/02)

| CDS Code: | **AFFIX LABEL HERE** |
|---|---|
| **County name:** | or type information |
| **District name:** | or contact CDE for assistance |
| **School name:** | |

**Page 1 of 4**

**Instructions:** Please refer to the "Language Census Instructions, Form R30-LC, Spring 2003" and the "Frequently Asked Questions" for assistance in completing this form. These documents should be used while conducting the census and completing this form. These documents are both available on our web site at: **http://www.cde.ca.gov/demographics/lc**

**Software:** Language Census (LC) data may be submitted to the California Department of Education (CDE) using the LC Data Entry Assistant (LCDEA) software provided by CDE. Internet access and Windows 95 (or later version of Windows) are required in order to use this software. If you choose to use this software application, do NOT submit any paper forms. Please check our web site at **http://www.cde.ca.gov/demographics/lc** for more information on the LCDEA software.

If you are using the **LCDEA software**, submit completed data via the LCDEA software on or before **April 3, 2003**.

If you are **not using the LCDEA software**, complete and return this original form to CDE on or before **April 3, 2003** to:

Educational Demographics Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

**Data submission assistance:**
Dorothy Aicega, (916) 327-0208    daicega@cde.ca.gov
Shana Wise, (916) 327-5927    swise@cde.ca.gov

**English Learner program and policy information:**
David Dolson, (916) 319-0266    ddolson@cde.ca.gov
Jorge Gaj (916) 319-0268    jgaj@cde.ca.gov

**Check the correct submission option below:**    **Please use an ink pen when completing this form.**

☐ **No English learner (EL) or Fluent-English proficient (FEP) students enrolled as of March 1, 2003.**
Complete the contact information and certification below and submit only this page of the form by April 3, 2003.
**OR..**

☐ **One or more English learner (EL) and/or Fluent-English proficient (FEP) students enrolled as of March 1, 2003.**
Complete the contact information, certification, and Parts 1 through 5 of this form and submit it by April 3, 2003.

| Contact Information | Certification Of Language Census | |
|---|---|---|
| Printed name of person completing form | **Certification** - I hereby certify that the data reported on this form are accurate. (If school data are compiled by the district office, a single cover letter which certifies the accuracy of the data for all schools may be submitted instead of an individual certification for each school.) | |
| Phone | Signature | Printed name |
| Date | Title | Date |

**Primary Language Codes** (only these codes may be used in Part 1 and Part 5)

| Code | Language | Code | Language | Code | Language |
|---|---|---|---|---|---|
| 11 | Arabic | 21 | Hebrew | 41 | Polish |
| 56 | Albanian | 22 | Hindi | 06 | Portuguese |
| 12 | Armenian | 23 | Hmong | 28 | Punjabi |
| 42 | Assyrian | 24 | Hungarian | 45 | Rumanian |
| 56 | Bosnian | 25 | Ilocano | 29 | Russian |
| 13 | Burmese | 26 | Indonesian | 30 | Samoan |
| 03 | Cantonese | 27 | Italian | 52 | Serbo-Croatian (Serbian) |
| 36 | Cebuano (Visayan) | 08 | Japanese | 01 | Spanish |
| 54 | Chaldean | 09 | Khmer (Cambodian) | 46 | Taiwanese |
| 20 | Chamorro (Guamanian) | 50 | Khmu | 32 | Thai |
| 39 | Chaozhou (Chiuchow) | 04 | Korean | 57 | Tigrinya |
| 14 | Croatian | 51 | Kurdish (Kurdi, Kurmanji) | 53 | Toishanese |
| 15 | Dutch | 47 | Lahu | 34 | Tongan |
| 16 | Farsi (Persian) | 10 | Lao | 33 | Turkish |
| 05 | Filipino (Pilipino or Tagalog) | 07 | Mandarin (Putonghua) | 38 | Ukrainian |
| 17 | French | 48 | Marshallese | 35 | Urdu |
| 18 | German | 44 | Mien (Yao) | 02 | Vietnamese |
| 19 | Greek | 49 | Mixteco | | |

Language Census, Spring 2003
California Department of Education
R30-LC (rev. 10/29/02)

County-District-School Code: _____

Page 2 of 4

School Name: _____

| Part 1 | English Learners (EL) and Fluent-English Proficient (FEP) students |
|---|---|
| | Report all EL and FEP students enrolled as of March 1, 2003. Only list languages that correspond to the FEPs/ELs for this school, and only list a language code once. Combine all "other" non-English language on one line. Do not use tally marks. Do not fill empty cells with zeroes. **Please use an ink pen when completing this form.** |

| Primary Language | | | Grade Level (Do not enter zeros) | | | | | | | | | | | | | | Row Total |
| Language name | Code | Type | Kdgn | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Ungr | |
| (a) | (b) | (c) | (d) | (e) | (f) | (g) | (h) | (i) | (j) | (k) | (l) | (m) | (n) | (o) | (p) | (q) | (r) |
| | | EL | | | | 7a | | | | 7b | | | 7c | | | 7d | ③ |
| | | FEP | | | | 8a | | | | 8b | | | 8c | | | 8d | |
| | | EL | | | | | | | | | | | | | | | ④ |
| | | FEP | | | | | | | | | | | | | | | |
| | | EL | | | | | | | | | | | | | | | |
| | | FEP | | | | | | | | | | | | | | | |
| | | EL | | | | | | | | | | | | | | | |
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| | | EL | | | | | | | | | | | | | | | |
| | | FEP | | | | | | | | | | | | | | | |

5
6

| | | Grade level | Kdgn | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | Ungr | Row Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | School Totals - EL | | | | | | | | | | | | | | | | |
| 2 | School Totals - FEP | | | | | | | | | | | | | | | | |

If you need additional space for more languages, you may copy this page.

**Language Census, Spring 2003**
California Department of Education
R30-LC (rev. 10/29/02)

**County-District-School Code:** _____

**School Name:** _____

Page 3 of 4

| Part 2 | **English Learners' Instructional Information**<br>Complete sections A and B. Each section's totals must equal the total number of ELs from Part 1.<br>**DO NOT** include FEP counts in this section. **Please use an ink pen when completing this form.** |
|---|---|

3  *Total English Learners from Part 1, row 1, column r* . . . . . . . . . . . . . . . . [          ] ◄

Row 1, col. r and row 9 must match

| A. | **Number of English Learners Enrolled in Specific Instructional Settings**<br>Choose the row that most closely describes the placement of English Learners reported in Part 1 as required by Education Code sections 300-340. Count each English Learner only once. | | |
|---|---|---|---|
| 4 | Structured English Immersion | 4 | (9a) |
| 5 | Alternative Course of Study | 5 | (9b) |
| 6 | English Language Mainstream Class - Students Meeting Criteria | 6 | (9c) |
| 7 | English Language Mainstream Class - Parental Request | 7 | (9d) |
| 8 | Other Instructional Settings | 8 | (9e) |
| 9 | **Total English Learners** (Sum of rows 4 through 8 - must be equal to total ELs from Part 1) | 9 | (10) |

| B. | **English Learners Receiving Instructional Services**<br>Choose the row that most closely describes the services received by the English Learners reported in Part 1. Count each English learner only once. | | |
|---|---|---|---|
| 10 | English learners receiving English Language Development (ELD) services from teachers reported in Part 5 | 10 | (11a) |
| 11 | English learners receiving ELD and Specially Designed Academic Instruction in English (SDAIE) from teachers reported in Part 5 | 11 | (11b) |
| 12 | English learners receiving ELD and SDAIE with Primary Language (L1) Support from teachers reported in Part 5 | 12 | (11c) |
| 13 | English learners receiving ELD and Academic Subjects through the Primary Language (L1) from teachers reported in Part 5 | 13 | (11d) |
| 14 | English learners receiving English Learner instructional services other than those defined in rows 10 - 13 (may or may not be receiving services from teachers reported in Part 5) | 14 | (11e) |
| 15 | English learners **not receiving** any English Learner instructional services | 15 | (11f) |
| 16 | **Total English Learners**<br>(Sum of rows 10 through 15 - must be equal to total ELs from Part 1) | 16 | 12 |

Row 9 and 16 must match

| Part 3 | **Students Redesignated** | | |
|---|---|---|---|
| 17 | Enter the total number of English Learners redesignated as fluent-English proficient students since the last census (March 1, 2002). Include those who are no longer enrolled at the school (i.e., graduated or moved). | 17 | (13) |

| Part 4 | **Parental Waiver of English Language Classrooms** | | |
|---|---|---|---|
| 18 | Enter the total number of parental waivers (new and renewals) submitted pursuant to Education Code Section 310 and 311. | 18 | 19 |
| 19 | Enter the total number of parental waivers from line 18 above that have been granted. | 19 | 20 |

**Language Census, Spring 2003**
California Department of Education
R30-LC (rev. 10/29/02)

County-District-School Code: _____

School Name: _____

Page 4 of 4

| Part 5 | Teachers and Bilingual Paraprofessionals Providing Services to English Learners |

ONLY report **English learner teachers and paraprofessionals** who provide services to English learners reported in Part 2 rows 10 through 14. Each **teacher should only be counted once** in all of Part 5. **If a teacher** holds a CTC bilingual, SDAIE or ELD authorization and **is not providing services directly to English learners at the school, DO NOT report the teacher on this form.**

If a teacher provides both Primary Language Instruction **AND** ELD and/or SDAIE, only **count him/her once in section A.**

If teachers teach at more than one site, report them at the site they teach at the most, or if they are split equally, choose one site and report all of their time at that site. **DO NOT use decimals** to report these teachers and

**A.** Teachers providing Primary Language Instruction to ELs and Bilingual Paraprofessionals providing services to ELs (Indicate the number of teachers who provide instruction to English learners identified in Part 2, row 13, and in some cases rows 10-12, or 14) **Please use an ink pen when completing this form.**

| | Language of Instruction | | Teachers providing Primary Language Instruction to ELs | | Number of Bilingual Paraprofessionals (aides) |
|---|---|---|---|---|---|
| Code | | Language name | Number of Teachers with a CTC Bilingual Authorization | Number of Teachers in training for a CTC Bilingual Authorization | |
| | (a) | (b) | (c) | (d) | (e) |
| 20 | | | | | |
| 21 | | | | | |
| 22 | | | | | |
| 23 | | | | | |
| 24 | | | | | |
| 25 | | | | | |
| 26 | | | | | |
| 27 | | | | | |
| 28 | Totals (Sum of rows 20 - 27) | | (14) | (15) | (16) |

| 29 | Total Teachers providing Primary Language Instruction (Sum of row 28, column c and column d) | | DO NOT count these teachers in rows 30 through 33 below. |

**B.** Teachers providing ELD and/or SDAIE Instruction to English Learners (Number of teachers who provide instruction to English learners identified in Part 2, rows 10 through 12, and in some cases rows 13 or 14)

| | Authorization/Certificate | Teacher Assignments | | | Total (cols a + b + c) |
|---|---|---|---|---|---|
| | | SDAIE and ELD | SDAIE Only | ELD Only | |
| | | (a) | (b) | (c) | (d) |
| 30 | Teachers with a CTC CLAD or equivalent teaching authorization | | | | 17 |
| 31 | Teachers with an SB 1969/395 Certificate of Completion | | | | |
| 32 | Teachers in training for SDAIE or ELD teaching authorization | | | | 18 |
| 33 | Total teachers providing ELD and/or SDAIE instruction to English learners (Sum of rows 30 - 32) | | | | |

| C. | Summary of Teachers Providing Instructional Services to English Learners |

| 34 | Total number of teachers providing English learner instructional services (row 29 plus row 33) | 34 | |

# 4. Data Submission and Comparability Process

## 4.1 Overview of Spring 2003 Data Submission and Comparability Process

The table below is an overview of the key activities for LEAs, CSIS and CDE staff participating in the Spring 2003 parallel submission process of Language Census and CSIS data. A goal of this process is certification of the LEA to discontinue submission of the Language Census beginning in 2003 and to submit data only through CSIS. Following the table are the key dates by which the LEA must make submissions in order to remain eligible for comparability in 2003.

On the next page is a more detailed listing of these same key activities. The detailed listing should be helpful for those actually working on comparability.

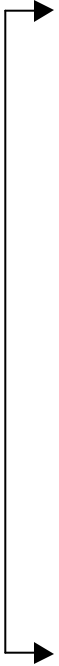| Earliest and Latest Dates (as applicable) | | | Key Activities for Comparability | |
|---|---|---|---|---|
| | 4/03/03 | 1 | LEA submits Language Census data on or **before to CDE**.<br><br>*Note: CSIS participating LEAs are strongly encouraged to submit the traditional Language Census data via the LC Data Entry Assistant software. Paper submissions may delay the processing of comparability reports.* | |
| 3/03/03 | 4/29/03 | 2 | LEA submits CSIS data files to CSIS Office and CSIS works with LEA to review and clean-up data for transmission of first complete set of data (without aggregate errors) to CDE. | |
| | 4/29/03 | 3 | Last day for LEA to certify (Superintendent Role) first complete set of data files to CDE. *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* | |
| 4/15/03 | 6/13/03 | 4 | CDE runs comparability reports and sends them to LEA and CSIS. | |
| 4/15/03 | 6/13/03 | 5 | LEA, CDE and CSIS work to resolve comparability discrepancies (re-submitting modified data to CSIS for delivery to CDE as needed). | |
| | 6/13/03 | 6 | Last day for LEA to submit final CSIS data modifications to CSIS Office to resolve comparability discrepancies. *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* | |
| | 6/30/03 | 7 | Last for the CDE to receive the following:<br>  1. Language Census data submission through CSIS.<br>  2. Language Census Modifications to the CDE<br>  3. Accommodation Proposals to the CDE<br>*(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* | |
| 6/30/03 | 7/15/03 | 8 | CDE makes final comparability determinations and notifies LEA and CSIS. | |

## 4.2 Key Dates for LEAs:

- **4/03/2003** – Due date for LEA to submit Language Census data to CDE.

- **4/29/2003** – Last day for LEA to certify first complete set of data files to CDE. *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)*

- **6/13/2003** – Deadline for LEA to submit all final CSIS data modifications to CSIS Office to resolve comparability discrepancies. *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)*

- **6/30/2003** – Deadline for LEA to submit to the CDE Language Census data submissions through CSIS, all final Language Census modifications, and accommodation proposals to resolve comparability discrepancies. *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)*

## 4.3 Detailed Steps for *Spring 2003* Data Submission and Comparability Process

The table below is based on the key activities in the overview on the previous page. The key activities are repeated in bold, and followed by more detailed steps as appropriate. This more detailed listing is provided particularly for LEAs, to help them understand the process and know what to expect.

| Earliest and Latest Dates (as applicable) | | Key Activities and Detailed Steps for Comparability | |
|---|---|---|---|
| | 4/03/03 | **1** | **LEA submits Language Census data on or before to CDE.** *Note: CSIS participating LEAs are strongly encouraged to submit the traditional Language Census data via the LC Data Entry Assistant software. Paper submissions may delay the processing of comparability reports.* |
| 3/03/03 | 4/29/03 | **2** | **LEA submits CSIS data files to CSIS Office and CSIS works with LEA to review and clean-up data for transmission of first complete set of data (without aggregate errors) to CDE.** |
| Iterative process - advantage to the LEA to start early | | 2a | CSIS conducts validation checks to ensure files are complete, all required fields are populated, all entries are valid, and conducts other checks similar to Language Census edit checks. |
| | | 2b | CSIS generates summary report for LEA. |
| | | 2c | CSIS works with LEA to resolve errors. |
| | | 2d | LEA resubmits data if necessary. |
| 3/03/03 | 4/29/03 | 2e | LEA reviews the final summary report, and if satisfied, the superintendent approves the transmission of the data to CDE. |
| | 4/29/03 | **3** | **Last day for LEA to certify (Superintendent Role) first complete set of data files to CDE.** *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* |

| Earliest and Latest Dates (as applicable) | | Key Activities and Detailed Steps for Comparability | |
|---|---|---|---|
| 4/15/03 | 6/13/03 | **4** | **CDE runs comparability reports and sends them to LEA and CSIS.** |
| | | 4a | CDE receives the data and runs it through an automated system to create the comparability reports. *(Each report will provide the data for every comparability test, identify the tests that are not passed, and provide school-level data for any test not passed.) [See step 6 below for last date to submit CSIS data modifications that will be subsequently reported by CDE.]* |
| | | 4b | CDE staff review the reports, create a cover summary report to note any special circumstances or information about the submission, and email the report and cover to both CSIS and the LEA. |
| 4/15/03 | 6/13/03 | **5** | **LEA, CDE, and CSIS work to resolve comparability discrepancies** (re-submitting modified data to CSIS for delivery to CDE and repeating steps 2a through 2e as needed). |
| Iterative process – advantage to LEA to start early | | 5a | LEA reviews the package, focusing on comparability tests that have not been passed.<br>• If LEA believes CSIS data processed incorrectly, LEA contacts CSIS.<br>• If LEA believes Language Census data processed incorrectly, LEA contacts CDE.<br>• If LEA believes the comparability discrepancies are the result of its own inaccurate reporting of CSIS or Language Census, the LEA may use any combination of the following resolution actions *(described in Section 5)*:<br>   o Resubmit CSIS data to CSIS.<br>   o Submit modifications to Language Census data to CDE.<br>   o Submit an accommodation proposal to CDE (see sample under section 5.5). |
| | | 5b | LEA decides how to resolve discrepancies and makes appropriate submissions. |
| | | 5c | CSIS aggregates any resubmitted data and transmits it to CDE after LEA certifies. |
| | | 5d | CDE reviews resubmitted data, Language Census modifications and draft accommodation proposals throughout this submission window, emailing responses to CSIS and the LEA. *(The earlier an LEA submits data and resolutions, the more opportunity for CDE and CSIS feedback and assistance.)* |
| | 6/13/03 | 5e | Last day to submit draft accommodation proposal and effect CDE feedback before the final accommodation proposal is due. |
| | 6/13/03 | **6** | **Last day for LEA to submit final CSIS data modifications to CSIS Office to resolve comparability discrepancies.** *(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* |
| | 6/30/03 | **7** | Last for the CDE to receive the following:<br>1. Language Census data submission through CSIS.<br>2. Language Census Modifications to the CDE<br>3. Accommodation Proposals to the CDE<br>*(LEAs not meeting this deadline will be dropped from the Spring 2003 comparability process.)* |
| 6/30/03 | 7/15/03 | **8** | **CDE makes final comparability determinations and notifies LEA and** |

| Earliest and Latest Dates (as applicable) | | **Key Activities and Detailed Steps for Comparability** |
|---|---|---|
| | | CSIS. |
| | 8a | CDE conducts final review of data and materials resolving discrepancies. *(As soon as any draft accommodation proposal is ready for approval, CDE will notify the LEA and request a final accommodation proposal with the LEA superintendent's signature on a cover letter. CDE will work with CSIS and the LEA through any minor omissions or problems with accommodation proposals during this time frame. If there are significant problems it will not be possible to certify comparability and the LEA will need to participate in parallel submission in the Spring of 2004.)* |
| | 8b | CDE emails LEA and CSIS a final report, with notification that comparability is complete and the LEA will be certified, assuming signature of the comparability agreement. |
| | 8c | CDE sends final letter to LEA and comparability agreement to be signed by superintendent. |
| | 8d | LEA superintendent signs comparability agreement and returns it to CDE. |

## 4.4  Identifying Schools for Spring 2003 CSIS Submission

It is important for the CDE to have an updated list of schools in each CSIS participating LEA. From this list the CDE creates several lookup tables used by the CDE in processing your data into comparability reports.  CSIS also uses information from this list in processing district data. Without a correct list of schools in a district, both the CDE and CSIS will have trouble processing your data, and returning reports to your representative.

### 4.4.1   Which Schools Submit Data

It is very important that the data represent all schools from which Language Census data are expected.  In general, Language Census data must be submitted for every public school serving any of grades kindergarten through twelve, including community schools and community day schools, Juvenile halls, court schools, and California Youth Authority schools. Most counties and a few districts administer schools that are jointly juvenile hall and community schools.  In these cases, The Language Census must be completed for community school students only. Based on federal case law, charter schools must also submit the Language Census or comparable data.

### 4.4.2   Which Schools DO NOT Submit Data

The following types of schools are not required to submit a Language Census:
- Preschools
- Children's Centers
- Adult schools
- Regional occupational centers
- State Special Schools

### 4.4.3 New Schools/Closed Schools

Over 200 new public schools open or close every year in California. Submission of data for a school requires use of a valid 14-digit county-district-school (CDS) code. CDS codes are assigned by CDE and it is very important that an LEA request a code as soon as they know that a new school will open. It is also important for LEAs to notify the CDE when a school closes. There are four methods for updating a district's school information"

Website:        http://www.cde.ca.gov/schooldir

Fax:             (916) 322-3257

E-Mail:          rlarsen@cde.ca.gov

Letter:          California Department of Education
                 Attn: CDS Update
                 1430 N Street, Suite 3712
                 Sacramento, CA 94244

### 4.4.4 Creating a List of Expected Schools

Both the CDE and CSIS organizations use a list of expected schools for data processing. If the CDE expected school list does not match the schools that you are sending, then your data will be incomplete and there will be a delay in moving your data into the CDE testing environment, and consequently delaying our ability to generate and send Language Census comparability reports. Therefore, it is imperative that each LEA CSIS representative check the list of expected schools for your district and verify that the CDE has the correct information.

We recommend that each LEA reconcile the expected school list on the Education Demographics website well before the submission process begins. At the Language Census Coordinator web page will be a button titled "Schools Expected to Submit Language Census Data." Enter your district's password, and the schools in your district that the CDE expects your district to submit LC data for will be displayed. If you need assistance with your password, contact the Education Demographics office at (916) 327-0219. The web page is located at:

http:data1.cde.ca.gov/dataquest/lc_login.asp

### 4.4.5 Participating Charter Schools

Participating charter schools submit data through the LEA that granted the charter. This is important because any future aggregation of data by CDE or other clients using the data files will include charter school data in the LEA totals.[1] By submitting this data through the district, the district has an opportunity to review the data and prevent any misrepresentation.

---

[1] Unless the client specifically excludes data for charter schools.

### 4.4.6 Non-Participating Charter Schools

In recognition of the unique nature of charter schools, CSIS and CDE have provided an option for a charter school in a CSIS LEA to forego participation in CSIS, based on a joint decision between the LEA and the charter school. This option is not available for any other type of school. An LEA with one or more non-participating charter schools must make specific agreements with CSIS and CDE about the identification of these schools prior to data submission. **For any non-participating charter school, the LEA must continue to submit that school's data through the traditional Language Census collection process, even if the LEA is certified for CSIS submission only.** CDE will maintain contact with that LEA for the Language Census data cycle, in order to receive data for the non-participating charter school(s).

If a CSIS LEA has a new charter school that does not wish to participate in CSIS, or a continuing charter schools that wishes to discontinue CSIS participation, the LEA must notify the CDE in a letter or memorandum with a copy to CSIS. The letter should identify the charter school(s) by name and CDS code and should state that the school's data will be reported through the Language Census collection process. The letter should be addressed to:

> Education Data Office
> California Department of Education
> 1430 N Street, Suite 3700, 3rd floor
> Sacramento, CA        95814

A copy should also be sent to the CSIS Office:

> California School Information Services
> 770 L Street, Suite 1180
> Sacramento, CA        95814

If a CSIS LEA has a non-participating charter school and there is a decision to report that school's data through CSIS, the LEA should also send a letter or memorandum, to that effect, to the above address and with a copy to CSIS. If there are no other non-participating charter schools in that LEA, CDE will discontinue Language Census communication with that LEA after the LEA is certified as comparable.

> Note: Failure to notify the CDE and CSIS office about non-participating charter schools may delay the processing of your data through CSIS. Both the CDE and CSIS rely on a list of expected schools that is produced using information about participating and non-participating charter schools from each district (if applicable). Therefore, it is imperative that districts notify the CDE of the status of charter schools.

# 5. Methods for Resolving Comparability Discrepancies

When the comparison of the CSIS and CDE Language Census data creates a discrepancy that is outside the accepted tolerance range, there are three methods to resolve or successfully address the discrepancy. The following three methods may be used in any combination:

- Correct and resubmit CSIS data to the CSIS Office;
- Submit Language Census modifications to CDE; or
- Submit an Accommodation Proposal to CDE.

## 5.1 To Resubmit CSIS Data

Please work directly with the CSIS Office for instructions and support in submitting and resubmitting data.

## 5.2 To Submit a Language Census Modification

There are two options for submitting changes to CDE.  Option 1 is only available to LEAs that are using the Language Census Data Entry Assistant software.

**Option 1 - Submitting changes using the LCDEA software**
This option may only be used prior to CDE's processing of data submitted through the LCDEA software.

1. Make all changes to the LCDEA data using the LC-DEA software.
2. Submit the data using the "File" "Submit data via Internet" option.
3. When you are prompted with: "These files have already been submitted to CDE. The files have not yet been processed. Do you wish to resubmit your files and overwrite the original submission?" prompt, click on the "Yes" button.
4. If you receive the message "The data from your district has already been processed" you must use option 2 below for submitting modifications to your data.

**Option 2 - Submitting changes via FAX**
1. Using the software or the LC Pre-cert Internet site, print a copy of the report that was initially submitted to the CDE.
2. Cross out the incorrect data and insert the correct data to the left side of the same cell. (DO NOT use white-out since it makes it harder to detect your changes).
3. Include a cover memo on district stationery that requests the attached correction(s) and is signed by the district superintendent or Language Census Coordinator.  Please include a phone number and other contact information.

4. Fax the cover memo and revised report to (916) 327-0195 or mail the cover memo and revised report to:

> Educational Demographics Office
> Attn: Data Correction
> California Department of Education
> 1430 N Street, Suite 3700, 3rd floor
> Sacramento, CA        95814

If modifications are received before the annual Language Census file is certified and posted on the Internet, the changes will be made to this data file.  If the modifications are received after certification, they will be used for comparability and referenced on the Internet, but changes will not be made to the certified data file.

## 5.3  To Submit an Accommodation Proposal

An Accommodation Proposal is prepared by the LEA, with a cover letter on district letterhead, and the final version is to be signed by the LEA superintendent. Since an Accommodation Proposal is only necessary if there are discrepancies between CSIS and Language Census data, the proposal should include enough information to give reasonable assurance that when future data are submitted through CSIS, the data will be complete, accurate, and appropriate to use for state reporting. While it is understood that the content of proposals will vary from one LEA to another, based on the nature and cause of the discrepancies, some general guidelines follow:

- The proposal should briefly describe the discrepancy and why it has occurred, and the explanation should make sense in terms of the actual data from both CSIS and Language Census.

- For each discrepancy the proposal should clearly state whether the CSIS data are accurate or the Language Census data are accurate.

- If the LEA does not believe that the current CSIS data are accurate, the proposal should explain what actions the LEA will take to ensure that the future CSIS data will be accurate. If at all possible, some type of evidence of the change should be included (such as samples of former and revised mapping schemes to resolve mapping errors, or internal directives to correct data population practices).

- Organize the proposal according to the comparability test(s) where the discrepancy exists. A simple format of the test label (such as LCEN-5b) followed by the narrative explanation and resolution actions will facilitate review. If the same explanation and resolution is applicable to multiple tests, these tests may be grouped together in the label.

## 5.4  Submission of a Draft Proposal

Since the final Accommodation Proposal must be submitted under the signature of the LEA superintendent, we strongly advise that the LEA submit a draft proposal for review at least two

weeks prior to the final submission date. The draft should be sent to CDE with a copy to CSIS. The draft may be submitted by the person in the LEA who is working with CSIS data and it may be sent by mail, email (preferred) or fax, using the contact information below.

We also advise that a single accommodation proposal be drafted for the LEA, rather than separate proposals for individual tests. This is for the sake of efficiency for all of us involved.

As soon as CDE receives a draft proposal we will review it and respond. Our plan is to use email to respond, because it will make our turnaround faster, and because it is easier to keep multiple parties informed on the status of issues. Each response email will go to whoever submitted the draft proposal with copies to the consortia fiscal agent and CSIS.

Submit draft Accommodation Proposals to:

> Education Data Office
> Attn: Accommodation Proposal
> California Department of Education
> 1430 N Street, Suite 3700, 3rd floor
> Sacramento, CA  95814
>
> -or-
>
> email:  edo@cde.ca.gov
>
> -or-
>
> fax:    (916) 327-0194
>
> Education Data Office
> Attn: Accommodation Proposal
> California Department of Education

## 5.5 Sample Accommodation Proposal

> This **sample** of a draft accommodation proposal is provided as reference for LEAs that decide to resolve comparability discrepancies through an accommodation proposal.

# Sand Dunes Unified School District
Draft Accommodation Proposal for Spring 2003 Language Census Comparability

Date:                                          June 25, 2003

District CSIS Coordinator:          Sandy Smith
Phone:                                        (805) 555-1212
E-mail:                                        ssmith@sdusd.k12.ca.us

The San Dunes Unified School District submits the following proposal to address test discrepancies identified in the CSIS Language Census data submission dated on the CPACT report 5/24/2003, batch number 207:

LCEN Discrepancies

**LCEN-5 Number of ELs by Language**
The CSIS data are accurate. The Language Census data reflects the number of ELs for each language group based on beginning of year enrollment and the CSIS data reflect the number on March 1. This will be accurate in the future as the CSIS data are extracted based on the exact date.

**LCEN-6 Number of FEPs by Language**
The CSIS data are accurate. The Language Census data reflects the number of FEPs for each language group based on beginning of year enrollment and the CSIS data reflect the number on March 1. This will be accurate in the future as the CSIS data are extracted based on the exact date.

# 6. Appendices

## 6.1  Appendix A – LCEN Comparability Test Mapping Guide

Appendix A maps individual test numbers to the file record layout and the Language Census form.  **The CDE Technology Services Division (TSD) is the intended audience for this appendix.**

### 6.1.1   LCEN Main Report

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| | General Test | | | |
| LCEN-1 | Schools match | Match each CDS code in Record Type A, Field 4 in the CSIS file with the field CDS_CODE in the CDE LCEN file. | N/A | If the schools match, print "Schools Match" in the actual variance column; if the schools do not match, print "schools do not match." |
| | District Tests | | | |
| LCEN-2 | Same schools w/ no ELs | For each Record Type A with a '1' in the SUB_OPTION field, match each CDS code in Record Type A, Field 4 in the CSIS file with the field CDS_CODE in the CDE LCEN file. | N/A | If the schools match, print "Schools Match" in the actual variance column; if the schools do not match, print "schools do not match." |
| LCEN-3 | # of ELs | Sum Record Type B fields 7 through 20 for field TYPE equal to 'EL' for all records from the same LEA. | Row 1, Column r | |

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| LCEN-4 | # of FEPs | Sum Record Type B fields 7 through 20 for field TYPE equal to 'FEP' for all records from the same LEA. | Row 2, Column r | |
| LCEN-5 | # of ELs by language | Sum Record Type B fields 7 through 20 for field TYPE equal to 'EL' and field LC is equal to the same language code for all records from the same LEA with 3 or more EL's per LC. | Part 1, Column r for each EL row by language | In the description column, print 1-n rows under the initial LCEN 5 row. In each row, print each language and language code that is reported for each "EL." See example on page B2. |
| LCEN-6 | # of FEPs by language | Sum Record Type B fields 7 through 20 for field TYPE equal to 'FEP' and field LC is equal to the same language code for all records from the same LEA for all records from the same LEA with 3 or more FEP's per LC. | Part 1, Column r for FEP row by language | In the description column, print 1-n rows under the initial LCEN 5 row. In each row, print each language and language code that is reported for each "FEP." See example on page B2. |
| LCEN-7a | # of ELs, K-6 | Sum Record Type B fields 7 through 13 for field TYPE equal to 'EL' for all records from the same LEA | Part 1, Row 1, columns d through j | |
| LCEN-7b | # of ELs, 7-8 | Sum Record Type B fields 14 and 15 for field TYPE equal to 'EL' for all records from the same LEA | Part 1, Row 1, columns k and l | |
| LCEN-7c | # of ELs, 9-12 | Sum Record Type B fields 16 through 19 for field TYPE equal to 'EL' for all records from the same LEA | Part 1, Row 1, columns m through p | |

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| LCEN-7d | # of ELs, ungraded | Sum Record Type B field 20 for field TYPE equal to 'EL' for all records from the same LEA | Part 1, Row 1, Column q | |
| LCEN-8a | # of FEPs, K-6 | Sum Record Type B fields 7 through 13 for field TYPE equal to 'FEP' for all records from the same LEA | Part 1, Row 2, columns d through j | |
| LCEN-8b | # of FEPs 7-8 | Sum Record Type B fields 14 and 15 for field TYPE equal to 'FEP' for all records from the same LEA | Part 1, Row 2, columns k and l | |
| LCEN-8c | # of FEPs 9-12 | Sum Record Type B fields 16 through 19 for field TYPE equal to 'FEP' for all records from the same LEA | Part 1, Row 2, columns m through p | |
| LCEN-8d | # of FEPs, ungraded | Sum Record Type B field 20 for field TYPE equal to 'FEP' for all records from the same LEA | Part 1, Row 2, Column q | |
| LCEN-9a | # of ELs, Structured English Immersion | Sum Record Type A field 6 (SETENGIMM) for all records from the same LEA | Part 2, Row 4 | |
| LCEN-9b | # of ELs, Alternative Course of Study | Sum Record Type A field 7 (SETALTCRSE) for all records from the same LEA | Part 2, Row 5 | |
| LCEN-9c | # of ELs, Eng. Main.-Meeting Criteria | Sum Record Type A field 8 (SETMAINCRT) for all records from the same LEA | Part 2, Row 6 | |
| LCEN-9d | # of ELs, Eng. Main.–Parental Request | Sum Record Type A field 9 (SETMAINREQ) for all records from the same LEA | Part 2, Row 7 | |

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| LCEN-9e | # of ELs, Other Instructional Settings | Sum Record Type A field 10 (SETOTHINST) for all records from the same LEA | Part 2, Row 8 | |
| LCEN-10 | # of ELs, Specific Instruct. Settings | Sum Record Type A fields 6 through 10 (SETENGIMM, SETALTCRSE, SETMAINCRT, SETMAINREQ, and SETOTHINST) for all records from the same LEA | Part 2, Row 9 | |
| LCEN-11a | # of ELs receiving ELD | Sum Record Type A field 11 (SRVELD) for all records from the same LEA | Part 2, Row 10 | |
| LCEN-11b | # of ELs receiving ELD and SDAIE | Sum Record Type A field 12 (SRV_SANDE) for all records from the same LEA | Part 2, Row 11 | |
| LCEN-11c | # of ELs ELD and SDAIE with L1 | Sum Record Type A field 13 (SRVP1SUP) for all records from the same LEA | Part 2, Row 12 | |
| LCEN-11d | # of ELs receiving ELD and L1 | Sum Record Type A field 14 (SRVP1) for all records from the same LEA | Part 2, Row 13 | |
| LCEN-11e | # of ELs receiving svcs not in 11a - 11d | Sum Record Type A field 15 (SRVOTH) for all records from the same LEA | Part 2, Row 14 | |
| LCEN-11f | # of ELs,  no services | Sum Record Type A field 16 (SRVNONE) for all records from the same LEA | Part 2, Row 15 | |

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| LCEN-12 | # of ELs receiving instruct. services | Sum Record Type A fields 11 through 15 (SRVELD, SRV_SANDE, SRVP1SUP, SRVP1, and SRVOTH) for all records from the same LEA | Sum of Part 2, Rows 10 through 14 | |
| LCEN-13 | # redesignated FEP | Sum Record Type A field 17 (REDESIG) for all records from the same LEA | Part 3, Row 17 | |
| LCEN-14 | # of tchrs w/CTC bil. auth. providing L1 | **Sum Record Type C field 6 (CTC) for all records from the same LEA** | Part 5, Row 28, Column c | |
| LCEN-15 | # of tchrs in trng - CTC auth. prvdng L1 | **Sum Record Type C field 8 (CTC_TRAIN) for all records from the same LEA** | Part 5, Row 28, Column d | |
| **LCEN-16** | **# of aides providing services to ELs** | **Sum Record Type C field 8 (AIDES) for all records from the same LEA** | **Part 5, Row 28, Column e** | |
| **LCEN-17** | **# tchrs w/CLAD, equiv., or 1969/395 prvdng ELD a/o SDAIE** | **Sum Record Type A fields 18 (CLAD_SANDE) 19 (SB_SANDE) 21 (CLAD_SONLY) 22 (SB_SONLY) 24 (CLAD_EONLY) and 25 (SB_EONLY) for all records from the same LEA** | **Sum of Part 5, Rows 30 and 31, Column d** | |
| **LCEN-18** | **# of teachers in training for SDAIE or ELD providing ELD and/or SDAIE** | **Sum Record Type A fields 20 (TRN_SANDE) 23 (TRN_SONLY) and 26 (TRN_EONLY) for all records from the same LEA** | **Part 5, Row 32, Column d** | |

| LCEN Test Number | Short Name | Calculation | LCEN Form Reference | Notes |
|---|---|---|---|---|
| LCEN-19 | The total number of Parental Waivers Requested submitted through CSIS is comparable to the number submitted through the traditional collection. | Sum Record Type A field 27 (PARWAIVREQ) for all records from the same LEA. | Part 4, Row 18 | |
| LCEN 20 | The total number of Parental Waivers Granted submitted through CSIS is comparable to the number submitted through the traditional collection. | Sum Record Type A field 28 (PARWAIVGRNT) for all records from the same LEA. | Part 4, Row 19 | |

## 6.2 Appendix B – Language Census Comparability-Related Reports (CPACT vs. Language Census; timing, purpose)

LEAs participating in the Language Census 2003 comparability submission cycle benefit from understanding as soon as possible how the Language Census data they submit to CDE through the traditional submission method must compare to the data submitted through CSIS. The CDE-CSIS Education Data Office and the CDE Educational Demographics Office have developed a plan to provide the LEAs informational comparability reports at two different points in the submission cycle. Both reports will have a similar "look and feel." However, because they are produced at different points during the comparability submission cycle, they will contain different information.

The first report will be available in the Language Census data entry software (*Language Census Comparability Preview Report*). LEA staff can run this report as soon as data have been entered or imported into the Language Census software. This report displays the actual Language Census values for each of the comparability test items for the selected Language Census data collection as well as the "range" the CSIS data must fall within in order to meet comparability tolerances. This report will also display the actual Language Census values for several "informational" items. These informational items reflect the LEA's Language Census values for data fields that are not being assessed in the comparability test criteria but may be of interest to the LEA staff. LEA staff can print out the *Language Census Comparability Preview Report* and use it to compare against the CSIS data as they prepare to make the Spring 2003 CSIS submission.

The second report will be created and distributed by the CDE (*CDE-CSIS DIP Automated Comparability Processing – LEA Main Report*). The CDE-CSIS team produces this report when validated data are received at CDE from CSIS. For each comparability test item, this report displays the actual Language Census value, the actual CSIS value, the variance between the two, and the tolerance (accepted variance between the two values). If the test item did not fall within the accepted tolerance, the report will also display an outcome of "Fail" (failed to demonstrate comparability). Similar to the preview report, this report will also display the actual Language Census and CSIS values on "informational" items. Finally, the *Automated Comparability Processing Report* will also produce a detail report that displays the Language Census and CSIS values for each school for each comparability test item that fails to demonstrate comparability. This detail report will be provided to assist LEA staff research why the Language Census and CSIS values are not comparable for a particular test item.

The *Automated Comparability Processing* and associated detail report will be generated and distributed whenever the LEA submits revised data through CSIS to CDE during the comparability submission cycle.

Additional information on these reports will be distributed to the FCMAT/CSIS team and the CSIS-participating LEAs prior to the start of the Language Census 2003 comparability submission cycle.

**6.2.1** *Sample* **CDE-CSIS DIP Automated Comparability Processing – LEA Main Report**

Report Run: 5/24/2003 – 2: 23:55 p.m.
CSIS Transmission date: 5/24/2003 – 12: 21:29
CSIS Data File Batch #: 00207
Page 1 of 4

CPACT Version: 10.00
CSIS Data Dictionary Version: 01.10
Comparability Criteria Version: 2.0.1
POC: C. Schell

**CDE – CSIS DIP Automated Comparability Processing – LEA Main Report**

| *Submission Cycle: Spring 2003* | *Data Collection: Language Census* | *LEA: 59-64758 Sand Dunes Unified School District* |
|---|---|---|

## Comparability Checks

| Test # | Description | Allowed variance of CSIS value from Language Census value | Allowed Range For CSIS Value | Language Census Value | CSIS Value | Actual variance of CSIS value from Language Census value N (%) | Pass/ Fail |
|---|---|---|---|---|---|---|---|
| LCEN 5 | # of ELs by Language - 11 Arabic | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 24 – 26<br>23 – 27<br>22 – 28 | 25 | 30 | 5 (20.0%) | Fail |
| LCEN 5 | # of ELs by Language – 56 Albanian | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 213 – 227<br>218 – 222<br>215 – 225 | 220 | 230 | 10 (4.5%) | Fail |
| LCEN 5 | # of ELs by Language - 16 Farsi (Persian) | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 24 – 26<br>23 – 27<br>22 – 28 | 25 | 26 | 1 (0.4%) | Pass |
| LCEN 5 | # of ELs by Language - 22 Hindi | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 97 – 103<br>98 – 102<br>95 – 105 | 100 | 101 | 1 (1.0%) | Pass |
| LCEN 5 | # of ELs by Language - 32 Thai | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 213 – 227<br>218 – 222<br>215 – 225 | 220 | 225 | 5 (2.3%) | Pass |
| LCEN 5 | # of ELs by Language - 35 Urdu | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 97 – 103<br>98 – 102<br>95 – 105 | 100 | 100 | 0 (0%) | Pass |

**6.2.2** *Sample* **CDE-CSIS DIP Automated Comparability Processing – Comparability Item Detail Report**

Report Run: 5/24/2003 – 2: 23:55 p.m.
CSIS Transmission date: 5/24/2003 – 12: 21:29
CSIS Data File Batch #: 00207
Page 1 of 5

CPACT Version: 10.00
CSIS Data Dictionary Version: 01.10
Comparability Criteria Version: 2.0.1
POC: C. Schell

**CDE – CSIS DIP Automated Comparability Processing – Comparability Item Detail Report**

| *Submission Cycle: Spring 2003* | *Data Collection: Language Census* | *LEA: 59-64758 Sand Dunes* |
|---|---|---|

## Comparability Checks

| Test # | Description | Allowed variance of CSIS value from Language Census value | Allowed Range For CSIS Value | Language Census Value | CSIS Value | Actual variance of CSIS value from Language Census value N (%) | Pass/ Fail |
|---|---|---|---|---|---|---|---|
| LCEN 5 | # of ELs by Language 11 Arabic | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 24 – 26<br>23 – 27<br>22 – 28 | 25 | 30 | 5 (20.0%) | Fail |
| | 1111111 Sand Piper Elementary | | | 10 | 11 | 1 (10.0%) | |
| | 2222222 Crest High | | | 15 | 19 | 4 (26.6%) | |
| | 3333333 Tide Junior | | | 0 | 0 | 0 (0%) | |
| | 444444 Starfish Middle School | | | 0 | 0 | 0 (0%) | |
| LCEN 5 | # of ELs by Language 56 Albanian | +/- 3%<br>+/- 2<br>+/- 5 and +/- 10% | 213 – 227<br>218 – 222<br>215– 225 | 220 | 230 | 10 (4.5%) | Fail |
| | 1111111 Sand Piper Elementary | | | 100 | 100 | 0 (0%) | |
| | 2222222 Crest High | | | 50 | 50 | 0 (0%) | |
| | 3333333 Tide Junior | | | 50 | 50 | 0 (0%) | |
| | 444444 Starfish Middle School | | | 20 | 30 | 10 (50.0%) | |

**6.2.3** *Sample LEA Submission Summary Report*

This report summarizes the results of comparability tests for the LCEN data collection, and may also reflect LCEN amendments submitted by the Local Education Agency (LEA).  Along with the accompanying main and detail reports, this summary provides:

- Assistance in identifying further LEA data modifications and/or local system modifications that may be needed; and
- Information on comparability status.

Current LEA Submission Information

| | |
|---|---|
| LEA Name | 5964758 |
| **CD Code** | *Sand Dunes Unified School District* |

| | |
|---|---|
| CPACT Report Date | 5/24/2003 |
| **LCEN Batch Number** | 00207 |
| **Date LCEN Modifications Were Received at the CDE** | N/A |
| **Date Draft Accommodation Proposal Received** | N/A |
| **Date Final Accommodation Proposal Received** | N/A |

| | |
|---|---|
| Outstanding Comparability Issues | X |
| **All comparability Issues Resolved** | |

**Note:** *\*\*Please e-mail the Education Data Office at edo@cde.ca.gov if review of these reports result in CBEDS amendments being sent to the Education Demographics Office.\*\**

If you have any questions regarding these reports or the comparability process, please contact the Education Data Office at (916) 324-6738.

Current LEA Submission - CAPCT Test Item Discrepancies

Comparability certification is based on successful resolution of all CDIF, SIF, and PAIF test items. The following list of CPACT Test item failures will need to be resolved prior to certification. The "LEA Resolution" column is to be filed out by the CDE once the district is close to submitting an accommodation proposal.

| Test Number | Test Item | LEA Resolution |
|---|---|---|
| LCEN 5 | Number of ELs by language | CDE USE ONLY |

*End of Report*

# Appendix C – Language Census 2003 Comparability Test Reference Guide

| LCEN Test Number | Short Name | Language Census Reference | Reference to Aggregation Rule |
|---|---|---|---|
| General Test | | | |
| LCEN-1 | Schools match | N/A | 3.4 |
| District Tests | | | |
| LCEN-2 | Same schools w/ no ELs | N/A | 3.5 |
| LCEN-3 | # of ELs | Row 1, Column r | 4.6 through 4.20 |
| LCEN-4 | # of FEPs | Row 2, Column r | 4.6 through 4.20 |
| LCEN-5 | # of ELs by language | Part 1, Column r for each EL row by language | 4.5 through 4.20 |
| LCEN-6 | # of FEPs by language | Part 1, Column r for FEP row by language | 4.5 through 4.20 |
| LCEN-7a | # of ELs, K-6 | Part 1, Row 1, columns d through j | 4.6 through 4.13 |
| LCEN-7b | # of ELs, 7-8 | Part 1, Row 1, columns k and l | 4.6, 4.14 and 4.15 |
| LCEN-7c | # of ELs, 9-12 | Part 1, Row 1, columns m through p | 4.6 and 4.16 through 4.19 |
| LCEN-7d | # of ELs, ungraded | Part 1, Row 1, Column q | 4.6 and 4.20 |
| LCEN-8a | # of FEPs, K-6 | Part 1, Row 2, columns d through j | 4.6 through 4.13 |
| LCEN-8b | # of FEPs 7-8 | Part 1, Row 2, columns k and l | 4.6, 4.14 and 4.15 |
| LCEN-8c | # of FEPs 9-12 | Part 1, Row 2, columns m through p | 4.6 and 4.16 through 4.19 |
| LCEN-8d | # of FEPs, ungraded | Part 1, Row 2, Column q | 4.6 and 4.20 |
| LCEN-9a | # of ELs, Structured English Immersion | Part 2, Row 4 | 3.6 |
| LCEN-9b | # of ELs, Alternative Course of Study | Part 2, Row 5 | 3.7 |
| LCEN-9c | # of ELs, English Mainstream Class - Students Meeting Criteria | Part 2, Row 6 | 3.8 |

| LCEN Test Number | Short Name | Language Census Reference | Reference to Aggregation Rule |
|---|---|---|---|
| LCEN-9d | # of ELs, English Mainstream Class – Parental Request | Part 2, Row 7 | 3.9 |
| LCEN-9e | # of ELs, Other Instructional Settings | Part 2, Row 8 | 3.10 |
| LCEN-10 | # of ELs, specific instructional settings | Part 2, Row 9 | 3.6 through 3.10 |
| LCEN-11a | # of ELs receiving ELD | Part 2, Row 10 | 3.11 |
| LCEN-11b | # of ELs receiving ELD and SDAIE | Part 2, Row 11 | 3.12 |
| LCEN-11c | # of ELs ELD and SDAIE with L1 | Part 2, Row 12 | 3.13 |
| LCEN-11d | # of ELs receiving ELD and L1 | Part 2, Row 13 | 3.14 |
| LCEN-11e | # of ELs receiving services not in 11a - 11d | Part 2, Row 14 | 3.15 |
| LCEN-11f | # of ELs, no services | Part 2, Row 15 | 3.16 |
| LCEN-12 | # of ELs receiving instructional services | Sum of Part 2, Rows 10 through 14 | 3.11 through 3.15 |
| LCEN-13 | # redesignated FEP | Part 3, Row 17 | 3.17 |
| LCEN-14 | # of teachers w/ CTC bil. auth. providing L1 | Part 5, Row 28, Column c | 5.6 |
| LCEN-15 | # of teachers in training for a CTC bil. auth. providing L1 | Part 5, Row 28, Column d | 5.7 |
| LCEN-16 | # of aides providing services to ELs | Part 5, Row 28, Column e | 5.8 |
| LCEN-17 | # of teachers w/ CLAD or equivalent or 1969/395 providing ELD and/or SDAIE | Sum of Part 5, Rows 30 and 31, Column d | 3.18, 3.19, 3.21, 3.22, 3.24 and 3.25 |
| LCEN-18 | # of teachers in training for SDAIE or ELD providing ELD and/or SDAIE | Part 5, Row 32, Column d | 3.20, 3.23 and 3.26 |
| LCEN-19 | **The total number of Parental Waivers Requested.** | **Part 4, Row 18** | **3.27** |

| LCEN Test Number | Short Name | Language Census Reference | Reference to Aggregation Rule |
|---|---|---|---|
| LCEN-20 | **The total number of Parental Waivers Granted.** | **Part 4, Row 19** | **3.28** |